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ABSTRACT

In this address, Dr. Bartlett relates the beginnings of University College of Syracuse University and its Continuing Education programs. He then suggests that as professional goals for Continuing Education are reviewed and priorities established, the need for new "services" will be thoroughly explored. Dr. Bartlett believes that this is the appropriate time for Higher Education to increase its "services," and that Continuing Education should act as the institution's agent in making known what the services are and how they might be used. As an illustration of one type of service that the university might offer, Dr. Bartlett discusses a frame-of-reference educational service on major current happenings, which would utilize non-commercial television stations and university faculty and community participants. From this, it is hoped, interested adults would be provided with an opportunity to review the many aspects of a public issue. At the conclusion of his address, Dr. Bartlett expresses the hope that more of his colleagues will become more familiar with what has made Higher Education so successful, including University College and Adult Education at Syracuse University. He also urges everyone in Higher Education to recapture the art of saying "thank-you" to those who help the colleges and universities. Dr. Bartlett reiterates the need for an expanded array of community and social services, changed annually, and centrally administered by Continuing Education. (DB)

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TOWARD STILL GREATER PROFESSIONALISM

KENNETH GILL BARTLETT



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A PUBLICATION IN CONTINUING EDUCATION
SYRACUSE UNIVERSITY

MELVIN A. EGGERS, *Chancellor*
ALEXANDER N. CHARTERS, *Vice President for Continuing Education*
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TOWARD STILL GREATER PROFESSIONALISM



Address delivered by Kenneth Gill Bartlett, Professor Emeritus,
Syracuse University, upon being awarded the William Pearson
Tolley Medal for Distinguished Leadership in Adult Education.

SYRACUSE UNIVERSITY

September 22, 1971

CITATION ACCOMPANYING THE WILLIAM PEARSON TOLLEY
MEDAL FOR DISTINGUISHED LEADERSHIP IN
ADULT EDUCATION

KENNETH GILL BARTLETT, native of Michigan, you graduated early to Syracuse where you have for forty years served the cause of education.

Recognized by your students as a master teacher, you carried the drama of your classrooms to a wider audience. You became the first Dean of University College, where you made higher education available in new and more appropriate forms to thousands of adults. Your contributions to education in radio and television are landmark achievements, shaping men in this field from around the globe.

As Vice President for Public Affairs, you saw clearly that the good of the University and the broader public good were intertwined. Elected to the Legislature of New York State, you had a major role in the passage of the "Bundy Bill," which assured that universities would be supported in the education of all their students, including those whom your earlier efforts had brought within the widening fold.

It has often been the pleasure of others to honor you for distinguished achievement. Now, your family, friends, and colleagues from education, government, business, the media, civic enterprises, and Syracuse University are here to honor you. As a legislator, administrator, professor, and a continuing adult student, tireless and earnest, you have worked effectively with a will and a smile that heartened all.

It is, therefore, our pleasure to award you the William Pearson Tolley Medal for Distinguished Leadership in Adult Education on the twenty-second of September, 1971.

ALEXANDER N. CHARTERS
VICE PRESIDENT FOR
CONTINUING EDUCATION

MELVIN A. EGGERS
CHANCELLOR

ROYAL L. O'DAY
CHAIRMAN
BOARD OF TRUSTEES

FOREWORD

The William Pearson Tolley Medal was established to pay tribute to the great world leaders of adult and continuing education. Professor Emeritus Kenneth Gill Bartlett now joins the distinguished company of Dr. Cyril Houle, Dr. Mohan Mehta, and Dr. Sidney Raybould.

The awards are made at a gathering of about fifty people. Always there is a core of people who have long been committed and devoted to adult education. In addition, a special group is invited at each award. The featured group this year was the Council of Associates. The Council was established to promote the mission of Continuing Education particularly at Syracuse University but also in the community beyond the "Hill" (as Syracuse University is designated). Like Dr. Bartlett, the Associates are leaders in most segments of the metropolitan area. The membership on the Council also suggests the fact that adult education is becoming immediately involved in all segments of the community and all facets of the life of men and women all over this planet called earth.

Professor Bartlett has the unique distinction of being one who was concurrently involved in two emerging fields at Syracuse University and internationally. He was the Dean of University College in the 1940's and early '50's, when it defined and began to achieve its mission. He was also a national leader in radio and TV, and established the first TV Master's program.

Syracuse University is indeed honored to present the William Pearson Tolley Medal for Distinguished Leadership in Adult Education to Dr. Kenneth Gill Bartlett.

ALEXANDER N. CHARTERS

VICE PRESIDENT FOR CONTINUING EDUCATION
SYRACUSE UNIVERSITY

TOWARD STILL GREATER PROFESSIONALISM

There is a musical play in New York with a theme I found provocative . . . one, in fact, I thought might be made applicable for this occasion.

The setting is the Continental Congress of 1776; the story-line is the effort to draft a Declaration of Independence; the debates (including the bickering that characterizes most parliamentary discussions) proceed in disorderly fashion and are interrupted, periodically, by hand-delivered and discouraging messages signed "G. Washington." Discouraged, the delegates make no reply. Those who have seen the musical will remember the General's last appeal: "Is anybody there? Does anybody care?"

On an occasion such as this, both pleasant and purposive, I felt it would not be inappropriate if I used the questions as a theme, the application in this instance being to Higher Education, generally, and to Continuing Education, in particular.

For want of a better title, I have labeled this paper ". . . toward still greater professionalism."

I

When Chancellor Emeritus William P. Tolley invited me in 1944-45 to reorganize the University's Extension School into a College for Adults, I believe that only he and the then Vice Chancellor, Finla G. Crawford, had a vision of what it might become. If an institution-within-an-institution needs parents, they surely qualify. The Chancellor wanted Continuing Education to be a respected division in the University family; the Vice Chancellor put the weight of his office behind the concept and aided in the implementation of the program; I was given the opportunity to carry it out.

This, of course, is the appropriate time to express, publicly, my appreciation. Had the invitation not been issued, my life would have been entirely different. I accept the Tolley Medal and the citation that accompanies it with feeling, and I'd like to include in the recognitions our new Chancellor, Dr. Melvin Eggers, who made the selection, Mr. Royal O'Day—former student and Chairman of our Board of Trustees, who issued the invitation—and the Vice President for Continuing Education, Dr. Alexander N. Charters, who made the nomination.

There is a characteristic about this occasion that may have gone unnoticed. This is not a testimonial dinner. Instead, it is a time when the University through invitations to selected individuals prominent in Adult Education honors another individual who has been active in the field. In this way, the University staff is joined with a sprinkling of community leaders, thus again calling attention to the part Continuing Education plays in Higher Education.

As a benchmark for what follows, it should be remembered that University College is, for practical purposes, less than twenty-five years old. Unlike some of the other colleges, it has not celebrated its Centennial. In a sense it is a college "looking for a past." (And for those who worry about retired people reminiscing, this will be the only such instance and it has been reduced to a bare-bones recital.)

I remember walking into the abandoned Medical School Building on McBride Street, when the only person present was Mrs. Jane Frost, the organizer of this party. We proceeded to work out a schedule for the reorganization: first came conferences with Deans and faculty . . . then consideration of an advertising budget (in those days this was not common) . . . then the plans for the expansion of the extension centers in Endicott and Utica . . . and finally renovations for the downtown headquarters. Underlying all of the conferences was the basic question of how the program might best be tailored for adults and how all of the University's resources might be made

available to them through the administration of a single college. That is how the College got its name and that to this day has been the foundation upon which the College has operated.

From the beginning, the Chancellor's policy was to employ young people dedicated to Adult Education. I expect in retrospect that—omitting my role—University College is the outstanding example of the importance of imaginative leadership—given freedom to innovate—supported by professors who were and are dedicated to students and teaching.

While the "in-house staff" was developing the local program, Central Administration was reorganizing the Extension Centers into four-year, degree-granting, resident colleges. These Centers developed into colleges, with the Triple Cities College in Endicott becoming Harpur College in the State University system, and Utica College in Utica, New York, becoming, for practical purposes, a relatively independent institution still associated with and a part of Syracuse University.

What began in a decrepit building in a slum, with a budget under \$200,000, has grown into a several million dollar enterprise. University College has become a member of the University's family of Colleges; and the Continuing Education programs are now a part of the offerings of most of the on-campus schools. Neither are the programs "peels off 'the Orange'"; they have international reputations, with their distinguishing characteristic being the respect of their peers.

For the purpose of relating the theme to the background, if one were to ask, "Was anybody there? Did anybody care?" the answer would be—using Dr. Tolley's favorite phrase, "sun-clear." This is how the College was built, and as F. G. Crawford said in a letter received only yesterday, this was an institution that "demonstrated a Continuing Education program need not be run at a loss," and I would add, for him, an institution that continues to be imaginative and vigorous.

II

My second reference, again using the theme of the play, will be in sharp contrast to the first.

The year was 1968; the place Albany, New York; the story-line, the passage of the Bundy bill, which at the time it was introduced promised to establish a landmark in Higher Education by providing a modest amount of unrestricted funds by the State to eligible independent colleges and universities. The purpose of the legislation was to keep the private system strong, competitive, and in operation. There was also the thought that, if passed, it would save taxpayers the expense of a State take-over of an increasing number of private institutions experiencing serious financial trouble.

The bill had been waiting in the wings for the right moment on the Calendar. I remember it well, for it was the only time in four years when—as the only University officer ever elected to the Assembly and while still in a first term in office—the leadership on both sides of the aisle sent word, independent of the other, that the floor debate was to be “my opportunity”—with one of the parties adding, “and your responsibility.”

The debate was extended and the outcome in doubt until the slow roll-call was complete. We all know, of course, that it passed both Houses and was signed by the Governor.

Thus, the precedent was established; other states followed; and State-aid to independent institutions became a reality. As one of the legislators remarked on the way out of the Chamber, “Today, we made history. We have enacted a ‘Morrill-like bill’ at the State level that will strengthen Higher Education everywhere.”

Those who worked and voted for it had the satisfaction of meeting a need. I recall receiving four letters but, with these exceptions, the faculty, students, and alumni were silent. So, too, were the Trustees

and most of the officers of even the institutions helped! My legislative colleagues reported similar experiences—some with difficult campaigns coming up in the fall. Some even called to ask where the promised citizen support was. In effect, they were asking, "Is anybody there? Does anybody care?"

I make the obvious point that if the independent system of Higher Education is to "survive-strong," the private colleges and universities must learn—better than they have—to express appreciation to those who provide the assistance. Until we learn better the art of "common cause" our future as *strong institutions* will be in doubt. We need to learn, at a time characterized by irreverence, how to say "thank you," and this applies irrespective of whether it's a vote in a legislature or a personal or corporate gift, or even moral support! As matters stand, the colleges have a very modest credit in the political "bank" and even less respect in the public "bank." After Public Welfare, I expect Higher Education has become the next most unpopular domestic problem.

This, then, would seem to be a good time for each of us "to be there" and for each of us "to care"!

I remember attending a conference many years ago when the Head of the World Health Organization made the observation that never in the history of the world had there been enough mature persons present at the place of decision. By giving more attention to adult programs, I believe universities can contribute substantially to the calming of an angry society and at the same time be taking a first step in the re-winning of public confidence for our institutions.

III

In closing what may, unintentionally, have become a "memoir," I would express the hope that, as professional goals for Continuing Education are reviewed and new priorities established, the need for

new "services" (not to be confused with more courses) will be thoroughly explored.

We live at a time when all institutions (business, industry, government, the professions—including education) are being asked to become more involved in social problems. It is not enough for colleges to prepare a student for graduation, or for industry to declare a profit, or for a government agency to narrowly interpret its function. Each must do more in contributing to the solution of broader social problems.

This, then, would seem an appropriate time for Higher Education, generally, to respond by increasing its "services," and for Continuing Education to act as the institution's agent in making known what the services are and how they might be used. The question of the need for response, and adapting our response to need, will constitute the theme for what follows.

Time, and a limited imagination, will confine the observations to a generalization and a single illustration. I only hope that the generalization suggesting the need for more services will not be attacked because someone objects to the illustration used.

First of all, let me say (after more than forty years of experience) there is more service-potential on college campuses than is being used. Traditionally, universities like to respond when needed; this, then would seem to be a particularly appropriate time for us to reach more of our potential. If we were to act along these lines, I have the feeling that more respect and support for our institutions would be generated. I risk the prediction that if we followed the principle, not only would the number of consumers increase, but public and private financial assistance would also be stimulated. In the next few minutes, I'd like to illustrate how the principle might work by suggesting one type of service seldom found in many communities.

Between the time an adult learns of "an Attica," the visit of the President to Peking, the freezing of wages and prices—and the time he is called upon to express a judgment or contribute to the mystery called "public opinion"—he is so confused that he retreats to clichés and leaves the decisions to others. Even the most favorable evaluation of freedom's effort-at-consensus seems to indicate a growing gap between the number who know something has occurred and the number who may have some insight and background into what the happening means.

A dependable frame-of-reference is still missing. Instead, we seem to flounder in a sea of trivia and attractively packaged propaganda. One suspects that many sound proposals have been caught in a tide and swept out to sea because there were no or too few navigation charts readily available. At a time when extremism, protest, discord, violence, and even open calls for revolution are commonplace, this would seem an appropriate time for a *regularized* in-depth frame-of-reference educational service on major current happenings.

The program would be tendered without "angling" or "editorial position," and the institution's responsibility would be limited to reasonable completeness and objectivity. Sequentially, a telecast probably would follow the editorial opinion of the press and the instant evaluations of the commentators. Such presentations seem to be more effective when response is made *quickly*; we seem to respond better when given more time!

Ours, then, would be "a third service"—distant enough from the event to encourage thoroughness but not so removed as to lose timeliness. If this type of service were to be undertaken, both the planning and the execution would have to be developed, cooperatively, with non-commercial television stations. They are in this instance suggested over commercial stations only because they appear to have greater flexibility in scheduling.

Program participants would be chosen from University faculty and the community. Their mission would be to offer appropriate background on current happenings, but in addition, opportunity would be reserved for those who want to question or challenge. Preferably, programs would originate from a location convenient to those who want to participate; they would be without censorship, open to all, and "regularized" in the sense that adults might depend on a program being offered within a reasonable time following a major news event. Even at the risk of repetition, what is suggested is a "service," not a "course"; open to anyone who wants to participate on telecast or as a viewer; and with the proceeding coming from a classroom or auditorium, not a television studio.

The hoped-for outcome would be to provide interested adults an opportunity to review the many-sided aspects of a public issue—the principals would be scholars who, after an opening statement, would respond to questions or challenges from the general public. The long-range goal might, indirectly, demonstrate the value of reasoned and informed dialogue between responsible individuals.

Because it is envisaged as a service, without a fee, subsidies will be required sufficient to maintain a small planning staff, with remuneration adequate to attract the most knowledgeable individuals. Foundations, industrial corporations, private business, and public subscription appear at the moment to be the most promising sources. If the program were well enough done, there is always the possibility that local business or even civic organizations might choose this as their way of participating in social problems without their own more direct involvement.

Perhaps it's a Hyde Park upgraded, "upgraded" in the sense that the program would depend on use of informed personnel, not just anyone who happened along. Certainly, it's a way of involving scholars in current affairs without excluding the average person or the extremist. Perhaps the service might be likened to a Freedom Post, since everyone would be welcome and the program would have no censorship

save for the limitations of time and the policy of making the principals the "stars," with all others "supporting players."

I remember as a legislator receiving informative research reports on major issues. They were most helpful, although I confess some of my colleagues seemed to pay too little attention to them. Since leaving public office, I have envied those who have access to such information. The suggestion here, however, is not necessarily the equivalent of research reports by professional research staff, but the making of *similar* materials more broadly available, or distributed by television. This is the way the members of Temporary Commissions struggle with public questions; an average person ought to have a similar service—available for the using!

In general, the question I propose is how Higher Education will react to offering more service. Also, how will Continuing Education react to becoming responsible for the service—at least to the extent of general supervision, including *annual* publication of a Catalogue-of-Services, and the necessary search for financial support?

If philosophers are ever to be kings, the least the colleges can do is to provide the platform, with non-commercial television offering an audition!

At this point, and solely to keep the spirit of the theme, I'm almost afraid to ask, "Is anybody there? Does anybody care?"

Lest too hasty reply be made, let us not forget Arnold Toynbee's observation that sixteen out of eighteen free societies died from within; that it was Spengler, the great German historian, who described free nations as being in the winter of a free society; and that more recently John Gardner commented, "We're in deep trouble as a people." If we are to be effective we'll need to do more, and I'd add—place the opportunity where it professionally belongs.

IV

In organizing the above generalizations under the title "... Toward Greater Professionalism in Continuing Education," I wanted to say three rather simple things:

1. To express the hope that faculties would not repeat the mistakes too many students make in forgetting the past, especially the hard road many have traveled to win academic freedom, public confidence, and financial support. There can be no future without a past; I hope that more of my colleagues will become more familiar with what has made Higher Education so successful—and this includes the short life of University College and Adult Education at Syracuse University.
2. To urge everyone in Higher Education to recapture the art of saying "thank-you" to those who help us. As a legislator, I repeat, "The most thankless experience I had was working for legislation favorable to colleges and universities." The thoughtlessness that characterizes so much of our society must not be allowed in "our" house!
3. Finally, to suggest the need for an expanded array of community and social services, changed annually, and centrally administered by specialists in Continuing Education.

Your thoughtfulness in the award of the Tolley Medal is a rewarding experience and I do, indeed, express my appreciation.